



# Supporting Our English Learners 2020 OPI Data and Assessment Conference

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# Session Objectives

- **Item I: Overview of ELs in Montana**
- **Item II: Funding**
- **Item III: Professional Development**
- **Item IV: Resources**

# Warm-Up



- Which group represents the largest percentage of our EL population in Montana?
- What is Title III?
- What are some resources for supporting the families of your EL students?

# Item I: Overview of Montana ELs



**MontCAS** Montana Comprehensive  
Assessment System  
Montana Office of Public Instruction

# Definition of English Learner

Students who currently lack the academic English language proficiency to be successful in school.

Speak  
dialects of  
English

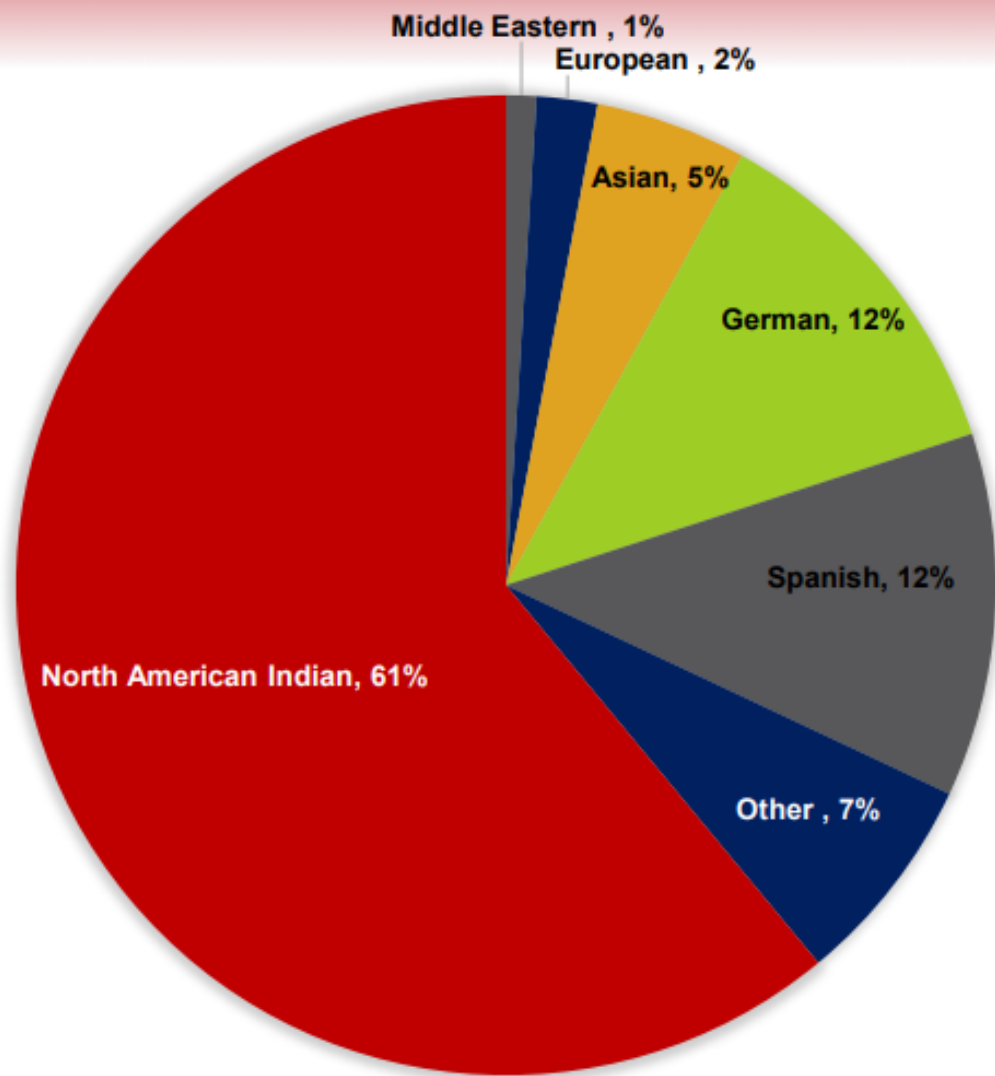
Speak  
languages  
other than  
English

Represent  
every  
socioeconomic  
class

May or may  
not be literate  
in their home  
language

May be born in  
the US or  
internationally.

# Montana's English Learners

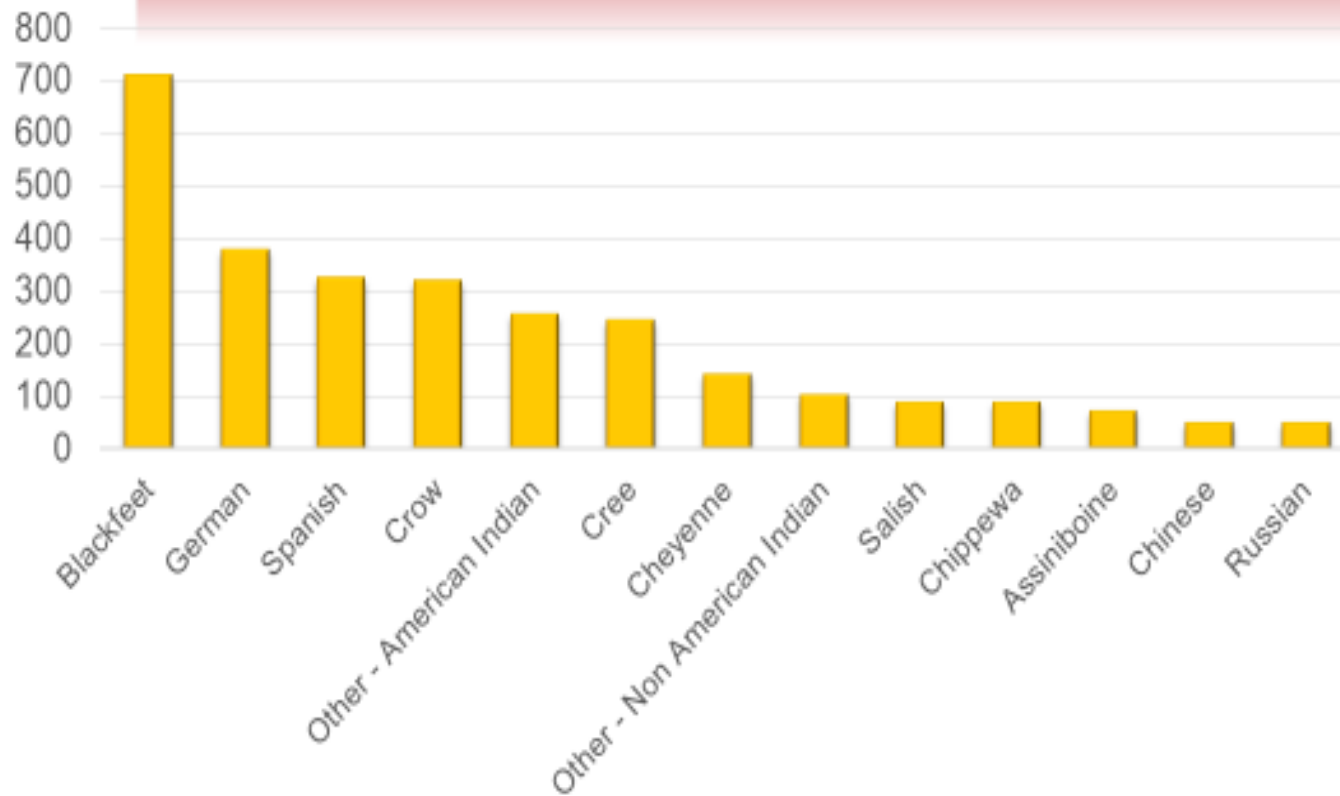


2017- 2018  
Montana  
English Learner  
Population

# Language of Impact (2017-2018)



## Number of Student by Language of Impact



# Item II: Funding





# Title III



**Title III** is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of **Title III** is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards.

# Title III Funding

**Challenge** - the 2019-2020 school year Title III funds are \$140.00 per EL student. However, in order to receive funding, a school district needs to meet a minimum of \$10,000 (which means the district must identify at least 72 EL students!)

**Solution** –Smaller districts may form or join a consortium to meet the \$10,000 requirement so that they can still receive funding. Be sure to identify your EL students!

For more information about Title III funding, please contact Crystal Andrews: [crystal.andrews@mt.gov](mailto:crystal.andrews@mt.gov).

# Item III:

## Professional Development

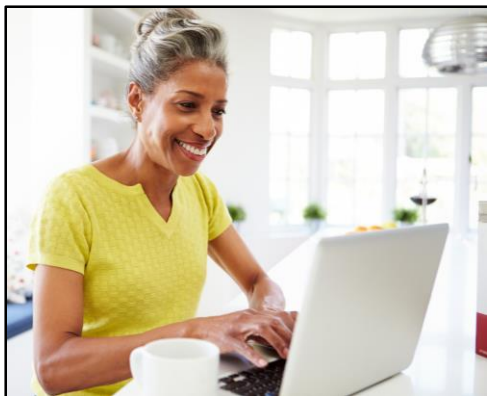


# Professional Development



- **Challenge** - many districts do not have EL Coordinators or ESL staff, so the responsibility for providing EL instruction lies with the classroom teacher.
- **Solution** – provide professional development to build capacity of all teaching staff who will work with EL students!

# WIDA Self-paced eWorkshop



Classroom Teachers

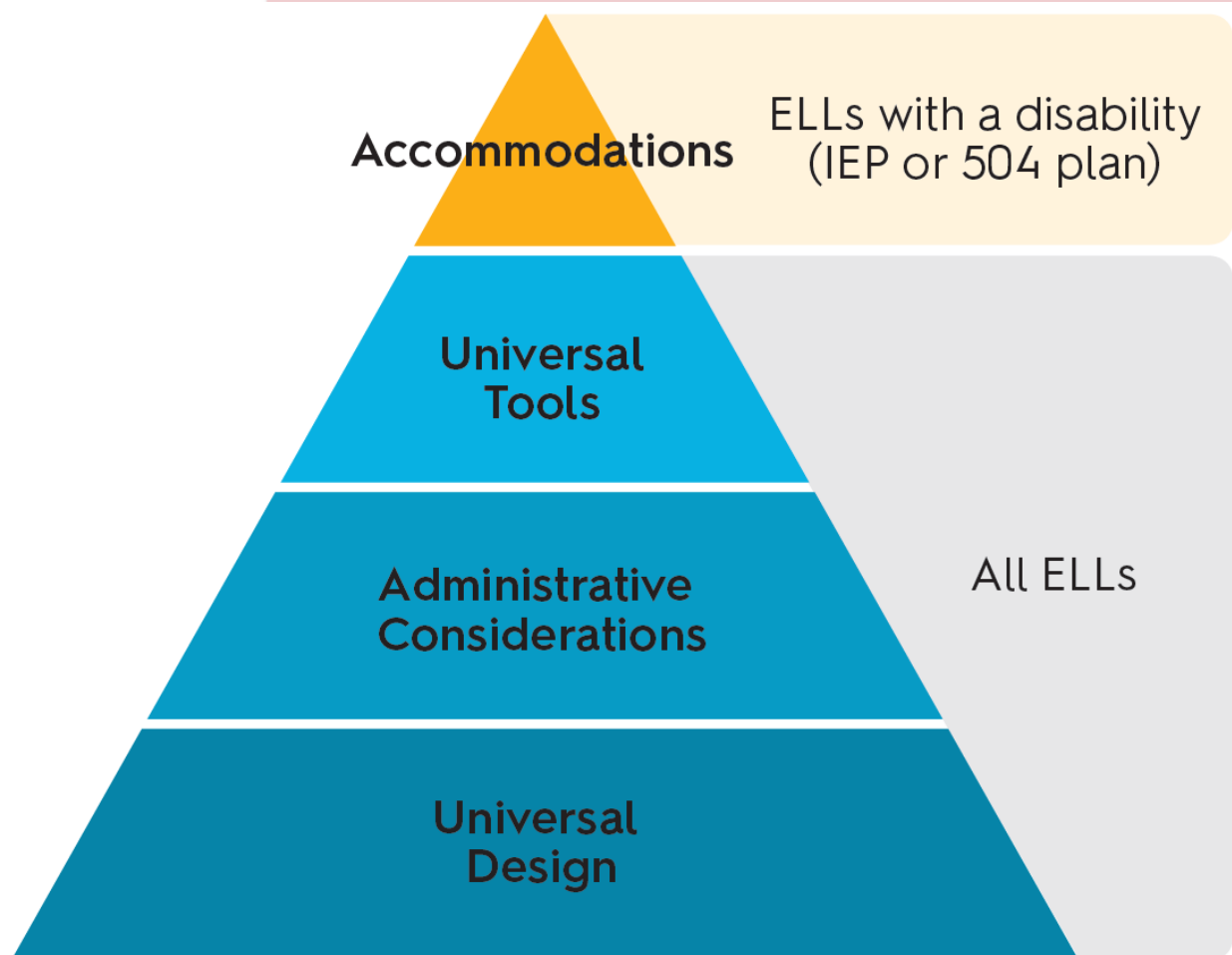
School Leaders

EL Specialists

**Earn renewal units for each completed course!**

- Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Doing and Talking STEM
- WIDA Writing Rubric
- Foundational Concepts
- Leading For Equity: Classroom Walkthrough

# Accessibility and Accommodations



## WIDA Accessibility and Accommodations Framework

- Effective linguistic scaffolding
- Purposeful design
- Evidenced based

# WIDA ELD Standards, 2020 Edition



## Who is expected to use the 2020 Edition?

- Policymakers – inform state and local policy
- Curriculum Designers – develop content
- Teachers – lesson plans
- Families – engage in educational process
- University Faculty – prepare educators

**Learn more and take the survey by January 20 at [wida.wisc.edu/2020standards](https://wida.wisc.edu/2020standards).**

# Item IV: Resources







# Sample Educational Plan

## ELP Annual Progress Review Form

Date of Review:

Last Name:

First Name:

SSID:

Birth Date:

District:

School:

Grade:

ACCESS for ELLs Tier:

Date ACCESS administered:

Listening  
Proficiency:

Speaking  
Proficiency:

Reading  
Proficiency

Writing  
Proficiency

Literacy  
Prof.

Composite  
Prof.

# Sample Educational Plan

## Identification Information:

MT Approved Home Language Survey used? ☐ Yes ☐ No

(Keep in permanent record folder)

Identified in other district? ☐ Yes ☐ No

Screener Used? YES/NO

☐ YES

☐ NO

W-APT/OTHER:

☐ W-APT

☐ OTHER

W-APT or other screener score:

Listening Proficiency:	Speaking Proficiency:	Reading Proficiency	Writing Proficiency	Literacy Proficiency	Composite Prof.

Kindergarten W-APT score

Listening and Speaking Raw Score	Reading Raw Score	Writing Raw Score

Oral Proficiency Score:	Reading Skills Description	Writing Skills Description

Sample plans and language acquisition programs are located on the OPI website English Learners page.

# ABCs of Family Engagement



- Awareness
- Brokering
- Communication

# Family Engagement Focus Bulletins

## American Indian English Language Learners

### Guiding Principles

- Teaching in terms of “place”
- Listening to the needs of students and community
- Building bridges to students and community
- Recognizing the relational aspect of teaching



WIDA Resource Library

# Can Do Descriptors – Early Years



- Provides examples of what dual language learners (DLLs) can do at various stages of language development.
- The Early Years Can Do Descriptors is one of the components of the WIDA Standards Framework.
- WIDA >Teach >Family Engagement

# ACCESS for ELLs Resources



Parent Guide  
Score Reports



Parent  
Handouts



Parent  
Letter



Videos

# Cool-Down



## Revisit

- What is Title III?
- What are some resources for supporting the families of your EL students?

## Discuss

- What were some new things you learned about supporting our English learners?
- What is the biggest take away from this session?

# Questions?

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